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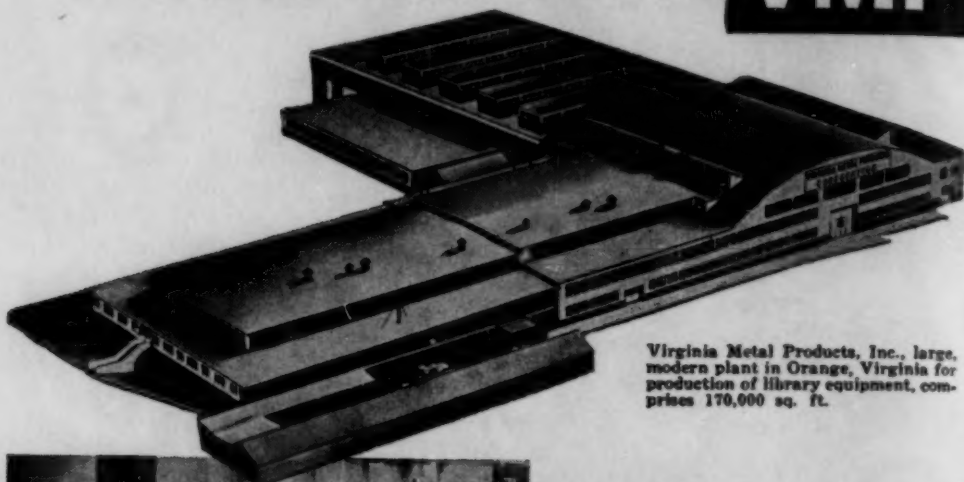
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# The Catholic Library World

Official Journal of the CATHOLIC LIBRARY ASSOCIATION

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Indexed in *The Catholic Periodical Index and Library Literature*

## FROM THE EDITOR'S DESK

The convention season is fast coming on us again. We look forward to a profitable week in Philadelphia. Fr. Mattlin's tentative schedule seems capable of satisfying everyone, but that is probably just wishful thinking. A sincere effort was made, however, to accommodate all interests.

Speaking of conventions brings to mind a story that has nothing to do with conventions. A woman once took a course in first aid from the Red Cross. Shortly after she received her certificate of accomplishment a frightful auto accident happened right outside her house. She told her husband later that the course came in mighty handy, for as soon as she reached the victims and saw all the blood, she sat down on the curb, put her head between her knees and didn't even faint. The parable came to mind at a recent ALA convention. There appeared to be a lot of intellectual first aid needed, but there was a notable absence of religious habits among the thousands of delegates. While Catholics in the professions have enough important matters to discuss to warrant their own conventions, it is to be hoped that we shall not shy away from the non-religious meetings. If we do, we have no cause to complain, when our non-Catholic brethren set off down the wrong road.

One consoling note is the exceptional job the lay-Catholic is doing in the secular fields. This has been brought to our attention quite

vividly lately by the number of orders for Book Week material addressed to public libraries. If the librarians, who put this material into those libraries, attend ALA conventions, we can be grateful that the Church is far from being without representation there.

## P.W. AND PUBLIC RESPONSIBILITY

During the recent furor over the salacious book covers displayed on newsstands and book counters all over the country and the ensuing seizure by civil authorities in some areas, one frequently heard the publishing business claim, "We can keep our own house clean."

Publisher's Weekly, while a constant champion of the freedom of the press, has, with occasional slips, refused to advertise books featuring objectionable covers. Frederick G. Melcher, its illustrious editor, has written forcefully and well on the responsibility of publishers to be on their guard against material that offends decency and morality.

It is, therefore, with a sense of betrayal that we peruse the Jan. 16 issue of P.W. Are the two offensive ads for paper-covered books evidence that P.W. has given up the fight? It is a frightening thing to see a giant fall. We hope that the appearance of these ads was due to the irresponsibility of some junior editor, rather than to the loss of the sense of responsibility by the bible of the American book trade.

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## CALENDAR OF SCHEDULED EVENTS—1954

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February 20, New England Unit. Annual Book Festival, New England Mutual Hall, Boston.

February 22, Greater St. Louis Unit. Annual conference. Xavier High School, St. Louis.

February 21-27, CATHOLIC BOOK WEEK: Theme, *Christian Reading for a United World*. Honorary Chairman, His Eminence, Francis, Cardinal, Spellman, Archbishop of New York.

February 27, Philadelphia Area Unit. Conference and annual Catholic Author Luncheon. Bellevue-Stratford Hotel.

March 20, Greater Louisville Unit. Spring meeting.

April 10, Michigan Unit. Spring meeting. Saginaw.

April 12, Richmond Unit. Spring meeting.

April 20-23, CATHOLIC LIBRARY ASSOCIATION. 30th Annual Conference, Bellevue-Stratford Hotel, Philadelphia.

May 8, Western New York Catholic Librarians Conference. Spring meeting.

May 9, Philadelphia Area Unit. Spring meeting.

May 15, Albany Unit. Spring meeting.

May 15, Greater Louisville Unit. Spring meeting.

June 20-26, American Library Association. Annual conference, Minneapolis.

July 17, Pacific Northwest Regional Conference, Annual conference, St. Martin's College, Olympia, Washington.

# Where There's a Will . . .

SISTER MARY ROSA, C.S.C.

Blessed Sacrament School

Washington, D.C.

*The elementary school library, centralized and adequately boused, stocked and staffed, is still more fiction than fact. . . Recently, the "self-contained classroom" movement has seen the destruction of school libraries as centralized units. We have no commonly accepted standards, although in 1949 the Southside Workshop on Elementary Evaluation developed a splendid set of criteria. The 1951 Yearbook of the N.E.A. National Elementary Principal, "Elementary School Libraries Today" makes only a passing nod to standards. . . Catholic schools with more limited material resources are in a still more unfavorable position concerning elementary school libraries. The problems to be hurdled are those of finances, space and staff—and not least, that of leadership. However, last June in a visit to the Blessed Sacrament School in Washington, D.C., I saw a dream come true. The problems had been hurdled. We asked the principal to put her story into words and pictures as an inspiration for others who need a lift out of the routines of school life.*

R.J.H.

Three years ago we began a new wing for our school. The plans included a large kindergarten with cloakroom and lavatory facilities on the first floor, and above this, a library and workroom. I mention what was underneath, since it gave us a large room for the library and also a large, well-lighted workroom. Initial plans called for no furniture, which became our first problem after the new addition was put into use. During the spring of 1952, the Reverend Pastor gave his consent to having several library furniture dealers submit quotations. He wanted to wait before spending more money, but I knew that if we waited we might lose our rooms. In fact, at one time the parish Red Cross unit wanted to use the workroom for sewing but I objected—once in, never out! In August, Father agreed to order the furniture, a soft tone oak to blend with the mauve walls and mottled brown asphalt tile floor.

This and the following articles, with the exception of the one on "Best Sellers", were arranged for by Richard J. Hurley of the Catholic University in Washington. Mr. Hurley has a special interest in the library below the college level and we are happy to cooperate with him in this project. We regret that we do not have space to print all his material at this time. Ed.

It cost approximately \$3,000 and was delivered on November 1, 1952.

For several years we had known that, when the new addition was built, it was to contain a central library, and various parish organizations had occasionally designated some benefit for that fund. When the library became an actuality, greater interest was shown by parents and friends and a number of ways were devised to add to the Library Fund. We are fortunate in having a most generous and active parish which backs any project 100%. The parents want the best for their children and spare no efforts to obtain it. Knowing all this, I had no hesitation in planning the best for our library. From the first we discouraged donated books, ones that had been packed in attics and basements for years. Since we had very few books in the various classrooms that were suitable for the library, we knew that we would have to buy practically all new ones. Also, with such a lovely room and furniture we wanted as perfect an elementary school library as we could have. By this time everyone was getting more and more interested in our library so it wasn't hard to persuade Father to let us proceed with ordering books. As these began coming in larger and larger numbers, we soon realized the pressing need of a full-time librarian for processing if we hoped to have the work well done and the library ready for use within a few months. By this time, too,





Father was becoming more interested because the parents and children were more enthusiastic as a result of seeing progress being made. Hence, it wasn't too hard to persuade him to let me try to find someone, preferably in the parish and probably a retired school teacher, who would be interested in the limited proposition we had to offer. By February this was accomplished and from then on the full-time librarian, assisted by three Sisters who had other duties, as you can imagine, processed the books and set up the library. Later, we encouraged her to attend summer school courses in library science.

To further help us, we selected about twenty-five student librarians from a much larger number of volunteers. These are seventh and eighth graders. Two assist the regular librarian each day between twelve and one o'clock and three or four are on duty between three and four o'clock after school. They have been taught to locate cards in the file and put them into returned books, to place books on the shelves, to charge out books, to make out and deliver overdue notices, to keep the shelves in order, to do the housekeeping of the library, to assist those that need help in finding a book, as well as a number of other similar tasks. Needless

to say, it is a coveted honor to be a student librarian.

Somewhere along the line, plastic covers came to our attention. After investigation we decided that the benefits derived from their use would more than balance the extra cost. In the four months our library has been in use we have found we were entirely right. Now, every book that has a jacket is fitted with a plastic cover if the size is obtainable.

We had hoped to have the library ready by about April or May so that the eighth grade could do more than look longingly through the door but found that we couldn't and really do the work right. By the end of August we had about 1500 books available and when school opened in September the library was ready for use.

And what a joy it is proving to be! Children and parents are most enthusiastic. On several occasions, we have felt a real joy of achievement when some older child, who had been an almost non-reader, or let us say "reluctant" reader, says he has read his first book completely through and is coming for another. A sixth grader said that the story of FRANKA, a seeing-eye dog, was the first

book she had ever read; an eighth grader said that **ARMY MULE** was the first book he had ever really wanted to read. Several parents have said that they no longer have any TV problem; a number read the books that the children take home; some have said that their Saturdays and Sundays are much more pleasant and peaceful since the children want to stay home and read rather than spend hours at the movies.

Every day after school the library is crowded. After about 15 or 20 minutes the crowd thins but some always remain until closing time at four, either working on assignments, reading magazines, or just browsing. Each grade, from three to eight inclusive, has a half-hour library period every week during which there is some instruction and some time for browsing and book selection. It is an unhappy class that has a holiday fall upon its library day. Already we see much improvement in reading in the classroom.

Probably the most popular books are the biographies, especially the **CHILDHOOD OF FAMOUS AMERICANS** series published by Bobbs-Merrill. Dog, horse, nature and sports stories are in great demand.

While to date we have not kept an accurate count of circulation, I would estimate it to be an average of between 150 and 200 books each day in a student body of about 700 children. We plan to keep our daily circulation more carefully in the future. We have some magazines regularly available and will subscribe to more as soon as possible. We are getting *Boys Life*, *National Geographic*, *Nature Magazine*, *Child Life*, *Catholic Boy*, *Catholic Miss*, *Hi!*, the four *Mine* magazines, *Treasure Chest*. We hope to add sports and science shortly.

We have a vertical file cabinet and are gradually collecting material but that probably won't be ready for use until next year. Much time is still being spent in selecting, ordering and processing new books. At present we have a few over 2,000 volumes with others still on order and still more selected and ready to be ordered.

Finally, one of the great joys in our physical set-up is the large workroom. In addition to roomy and ample shelving, it has running water and eight large storage drawers. There are five windows and light from two sides.

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# School Library Service—With Trimmings

JOSEPH T. PROPECKI

Catholic University  
Washington, D.C.

*Mr. Popecki is an authority in the area of libraries and audio-visual aids as evidenced by his editorship of the Mechanical Aids issue, November 1952, of the CATHOLIC LIBRARY WORLD, and by other contributions. He sees the school library in its true role of a materials center, a communications laboratory. We feel that he is on the side of the angels because our book-oriented libraries are not geared to the new demands of the Atomic Age. His "off-the-cuff" thoughts can be supplemented by a survey of the literature given in the January, 1953 issue of Library Trends and in Rufsvold's Audio-Visual School Library Service.*

R.J.H.

Whether a little boy wants to know all about snakes, or a scientist is looking for the latest data on element 235, there is usually a good reason behind the request. If we were writing a paper on technical documentation, we might well be concerned over the need of the scientist, but right now the comparatively simple request of the little boy is of more basic importance. What prompts the child to want to know all about snakes? Certainly a natural curiosity based on his own little explorations into natural science has to be taken into account; probably more important among the whys and wherefores is the fact that our little boy heard about snakes and Columbus and numbers and misspelled words in the process of getting an education. But has he heard about the library?

Not too many years ago in library school I often heard two questions asked (sometimes rhetorically): what was a library, and why were we in the library business? Almost everyone came up with the right answer to the first question, that libraries were meant to preserve the record of man's culture and learning in such a way that he could make use of it. The second question was almost answered in the first reply, but, if I may

paraphrase the instructor, libraries had the job of serving the immediate needs of the community in which they were located. The Library of Congress serves Congress and the nation; the public library serves the urban population of the city in which it is located; the school library, quite obviously, concentrates (or should) on serving the needs of the school. From this we have a good idea of what the business of the library is; without over-simplification we might say that the business of the school is education.

Unfortunately, when we try to get at the root of a problem, we must often beat the life out of the obvious in order to establish a place for discussion. If we are to establish the limits of service of a school library, we must have a good idea of the needs of the educational processes which are carried on in the school. To accept one form of service and reject another without consulting the teacher would be sheer nonsense. To consult the teacher in this particular instance is not as simple as sitting down to a good two-man conversation. Somewhere along the line, the librarian, who is destined to become the arbiter, and sometimes, the judge, must walk a narrow path between the expressed needs of a given teacher in his own school and the trends in the techniques of education in the whole school system, usually expressed in the literature of education. The interpretation of such literature may be open to controversy, but even the uninitiated librarian, who often must approach the battleground by the back door, knows what the minimum requirements are or are likely to be.

A casual inspection of educational literature causes some immediate surprise and wonderment for it takes but a few minutes to discover that present-day techniques of education utilize every form of communication known, from books to television and



from ironclad texts to real, live snakes. Should the librarian agree to keep a stock of good books and close the budgetary door to equally good magazines? Pretty obviously not. If sound recordings and filmstrips are used extensively in the educational process, even as books and periodicals, does it seem justified for the library to erect a roadblock?

Any library, school, college or university, must feel some obligation, not only to the student, but to the instructor as well. Today, the teacher, who deals quite broadly in communications materials of all kinds in the process of education, should be able to find in his library the resources necessary to carry on his educational program. At this point, one might inject a note of disagreement as to who shall perform the services required by the teacher. Perhaps as some suggest, maps, slides, recordings, motion pictures, models, and the equipment necessary to use these materials should be handled either directly by the teachers concerned or by some special department rather than by the library which is historically concerned with the printed word and more specifically with books and periodicals and pamphlets.

As to this latter point, which seems to be the crux of most arguments regarding the library and audio-visual aids, some interesting conclusions have come out of two years of class-discussion in the process of teaching a course in Audio-visual Materials at Catholic University. The fairly large classes of this period consisted of students whose background varied from fresh undergraduate to doctoral candidates whose careers included high administrative school posts. As to vocational background, these same students were pretty equally divided among the education, library, music and special teaching fields. One might summarize out of this experience a sort of audio-visual bill of rights in the following points:

1. Audio-visual materials, as aids to teaching, are well worth any amount of trouble they may be, for they make the teacher (and all those who are indirectly connected with a teaching process) immensely more effective, both as regards the amount that may be taught and the variety of intelligence capacities that may be taught in a given time.

2. Audio-visual teaching materials do not alter the character of teaching; they are

tools and techniques which must be superimposed on good, conventional methods of teaching for the sole reason that they succeed in making a good teacher a better teacher.

3. Because audio-visual materials are not a substitute for good teaching, they do not save work for the teacher; on the contrary, if a teacher is to use them, he must necessarily perform an additional amount of work. If the teacher is not able to expect expert help from some agency other than himself, he will quite rightly be inclined to avoid taking upon himself a burden which is more than his already overcrowded schedule can handle.

4. Audio-visual materials, like books, are basically materials of communication. The library of any educational institution is already expert in the servicing of many of the basic tools of communication; in addition, the library is, by its very nature, a service department, not wedded to a special subject or other academic department and well schooled in the intricacies of solving the informational problems of teacher and students alike.

With these ideas in mind it should be obvious that you can't depend in general on the teacher himself to provide audio-visual service (and sometimes, unfortunately, even pay for it). It is true that many a pioneer in this field has sweated out many an extra hour of work and many a private dollar to prove a point, but within the realms of mass education we have passed the pioneer stage, even in audio-visual applications. Secondly, it again seems obvious that it is a bit ridiculous to establish a service department dealing in the materials of communication, and, therefore, education, when there already exists, in practically every educational institution a ready-made basis for handling the problem—a department, or a division which needs only extension of scope and facilities to do a completely satisfactory job.

Finally, there is one all-important point to remember: we can't afford what we can't pay for. Full-blown, audio-visual service departments, no matter how organized, cannot always be other than a luxury in some circumstances. On the other hand, something (if it is done right) is usually better than nothing, and no matter how poor the

*(Continued on page 176)*

# The Washington Catholic High School Library Society

BRUNO McANDREW, O.S.B.

St. Andrew's Priory School  
Washington, D.C.

Another society! More extra-curricular high jinks? Well, yes and no. This one surely has a good purpose—to encourage a taste for good reading, and unfold the mysteries of using a library. Simplicity is the keynote. All it needs is an interested teacher or librarian, and one meeting a month.

A library society has existed in Washington for years, but we can start our sketch in 1949 at St. Cecilia's Academy, where the new society formally began under the guidance of Sister Mary Alverna of St. Cecilia's, and the writer of Priory School. At that time, a group of about fifteen Catholic high schools, each represented by two students, formulated a constitution which is appended to this article. There were to be four elected student officers, and a teacher-moderator who would be chairman of the local unit's Catholic Library Association High School Division for the year. It was decided to have only three general meetings each year, in the fall, winter and spring. In the intervening months, schools near enough to make travel easy were to hold sectional meetings. For five years now the Society has been flourishing. Here are some of the types of programs that were and are being held.

1. Book discussion. A month in advance students agree on a book, members read it, and at the following meeting under a teacher's guidance, they discuss and criticize it, or read their own reviews. We have discussed, for instance, *Song of Bernadette*, & *Little World of Dom Camillo*.

2. Quiz program. This is just as on the radio. Two contestants from each school are prepared, and the teacher propounds questions prepared in advance. The high scorer may be given a book prize. This is dramatic enough to be held before the whole

student body on a stage. One program treated *Death Comes for the Archbishop*.

3. Dramatization. This is simpler than a stage play and can be done in the library. However, it does take more preparation than other programs. Notre Dame Academy did very well with the *Trapp Family*; Priory presented a notable *Christmas Through the Ages*.

4. The distinguished speaker. For this all schools meet together in some auditorium. In St. Patrick's, Judge Fahy of the U. S. District Court of Appeals discussed the United Nations before several hundred members.

5. The librarian's program. Here the librarian has a chance to get in a plug for his profession. Students can be shown some of the procedures of librarianship. Richard J. Hurley of Catholic University addressed a meeting at St. Paul's on "Activities of Library Societies." Some librarians are generous enough to train their members in library work after school.

6. The tour. Nearly all schools at different times have been escorted through Catholic University's Library with the kind permission and help of Mr. Eugene Willging, Father Kortendick and Mr. Joseph Popecki. A fair warning—not more than two schools at a time should undertake a tour.

7. Book presentation. Usually a teacher has to do this. He takes any type of title, outlines the story, and reads selected bits to the club. We did *Call It Treason*, *In Our Convent Days*, *Seven Storey Mountain*, and others.

Some social events were held, but not more than once a year, since we stressed books. At the regular C.L.A. meetings, the teacher members of the society can very nicely form a separate division and hold a panel discussion of their own, and did several times.

Well, there are many more things we could say, but the above will give librarians some idea of what we have actually done. If you are in Washington and are interested, get in touch with Sister Mary Bennet, O.P., at Sacred Heart Academy, the moderator for this school year. If elsewhere, may we ask if there is a library society in your town or in your school? It is worthwhile, for its work is truly educational, Catholic and apostolic.

#### Constitution

Name: THE HIGH SCHOOL LIBRARY GUILD OF WASHINGTON, D. C.

Definition: This organization is composed of the different School Libraries of Washington.

Purpose: To stimulate interest in and further the cause of Catholic literature among students of the high schools of the city of Washington.

#### Articles:

1. The teacher-moderator will be the chairman for the High School Division of the C.L.A.'s local unit, or his appointee.
2. There will be four officers: President, Vice-President, Secretary, and Treasurer, to be selected at the spring meeting.
3. Nominations for office may be made by any representative.
4. Each school in the Guild must send two representatives who will attend general meetings. These general meetings may be of business or social nature. If business, only representatives attend. If social, any student may attend.
5. The two representatives will be allowed one vote each for their schools.
6. Meetings: General meetings will be held in fall, mid-winter, and spring. Individual meetings of two or more schools that are located within the same area, or for a particular reason will be held in the months of November, December, January, March, and April. The meetings will be held on the second Wednesday of every month. This ruling is subject to change for a good cause. At these meetings there should be at least five regular club members present, and any other club members who wish to attend. The school where the sectional meeting is being held will notify the other schools in the same section and present the program. A month is allotted if necessary, to get reading done.
7. At individual meetings, students should present book reports, engage in discussions or contests, or any activity designed to promote good reading. We will try to present a distinguished speaker at the mid-winter meeting.
8. Each school will pay dues of \$3.00 per annum, a part of which is to be set aside for the purchase of books to be given as awards at the end of the year to those schools which have been most faithful in their attendance.
9. The Secretary's minutes and the Treasurer's report must be turned in to the Moderator at the last meeting of the year.
10. Saint Francis de Sales was elected Patron of the Library Guild of Washington by a majority vote on April 17, 1950 at St. Cecilia's Academy.
11. If schools do not send representatives to attend meetings, except for good cause, such schools will be automatically dropped from the organization.

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### 1953-54 CLA Handbook

January 31st is the scheduled publication date for the new Handbook. All members paying dues of \$10.00 or more will automatically receive it. The names and addresses of all the members of the CLA, both institutional and personal, are listed, as well as all committees, round tables, sections and other important information of interest to those in Catholic library work.

# Better Relations with Your Public Library

**RICHARD JAMES HURLEY**

*Catholic University  
Washington, D.C.*

Feeling that it was better to hang together than to hang separately in supplying books to the bulging Catholic elementary schools of the District of Columbia, the Public Library and the Office of Education for the Archdiocese of Washington set up a liaison agency. Called the Catholic Evaluation Committee, it replaced with professional people the group of lay women who for years had examined new titles for use in Catholic elementary schools. This lay committee gradually became inactive and in the spring of 1952 action was taken to form a new committee of five members. Included are three Sister librarians representing as many teaching orders in the local schools and also members of the School Section of the local Unit of the Catholic Library Association, the Assistant Director of the Archdiocesan Schools, and the writer.

The new Committee adopted a statement on April 24, 1952 of its history, purpose, functions, membership and procedures. Some history has already been noted. On the above date, the Schools Division supplied books to 22 of the 37 parochial, private, and special institution Catholic elementary libraries as part of its general service to all schools. The collection of 90,000 volumes was made available through some 4500-5000 classrooms sets delivered four times a year on a two-month basis. These sets included a core of recreational reading, supplementary books for curricular use and specifically requested titles. There was no charge for the service which included delivery and collection of the sets by the Schools Division. The purpose of the Committee was stated, "To act as a liaison agent between the Office of the Diocesan Superintendent of Schools, and the Schools Division of the Public Library of the District of Columbia". The functions were to publicize and promote the

use of the many services of the Public Library, to recommend books to the Schools Division for purchase, and to screen the books purchased by the Schools Division for use in Catholic schools, using conformity with Catholic doctrine as a governing criterion. Among other things, the Committee encouraged the use of branch libraries through both individual and group visits; it encouraged the use of the classroom sets, and explored other possibilities for cooperation as they occurred.

The procedure for screening the new books was made as simple as possible to avoid the long delays which happened in the past in reporting the Committee's decision whether to accept or reject a book. The books are sent in groups of from fifteen to thirty to the Department of Library Science at the Catholic University of America where they are examined by the writer. Two cards marked "Catholic Evaluation Committee" and including author and title accompany each book. On the card are places for the signature of the reviewer and the verdict—"O.K.", "Not desirable", and reasons if the book is rejected. One card is kept in the Department of Library Science as a permanent record of what has been processed, and the other card is returned to the Schools Division with its book. If a book is rejected or felt to be marginal, the Schools Division sends it to a designated Sister Librarian Committee member for further scrutiny. She receives with it a page and sentence statement of reasons for this action. A list of tentatively approved titles is also sent to each member of the Committee and at the next meeting, the books are again reviewed and final decision made. The Schools Division is informed of this final action and reasons given in the case of rejections. In the last eighteen



months, 259 books have been reviewed and 47 rejected. The reason for the large number of casualties is due to a review of titles reported upon unfavorably by the preceding Committee; in a few cases, the decisions were reversed.

The Committee has also concerned itself with studying the use made by the local Catholic elementary schools of the services available. During the school year 1952-3, 23 of the 33 schools using the service at some time, were active users. The question naturally arose as to why the other schools were not also active. Letters were written to them with unsatisfactory results. Later a letter was sent to five schools which had not used the services for several years. One answer was received. At the present time a checklist of reasons for not using the service is being prepared and this will form the basis of a discussion of the entire situation at the February meeting of the principals. Based upon the number of sets sent to schools, there was a slight increase of 3.8% in 1952-3 over 1951-2. During the first delivery period of 1953-4, however, the increase was 36% with 25 of 32 schools—one having been discontinued—initially using the service as contrasted to 19 schools in the previous year. While this is a source of much satisfaction, a better picture of use is given by comparing the number of classrooms in the schools which participate in this activity. These figures show that only 45% of the classrooms received books during 1952-3 and 51% for the first period of 1953-4. While there has been an increase

to console the Committee for the time and thought given to its work, it is evident that a tremendous job of public relations lies ahead.

Besides screening books and gathering data, the Committee made it a policy to approve all the titles listed in the Primary, Lower Middle and Junior sections, grades 1-9, in Kircher's *BOOKS FOR CHARACTER FORMATION*, 3rd edition, 1952. The Schools Division compiled a list of its holdings in this bibliography and the Office of Education distributed it to each school. An effort was also made to cooperate in the compilation of summer reading lists to enable the Committee to give its blessing to this worthwhile project. Publicity is given to the work of the Committee in the *Catholic Standard*, the diocesan paper, and in *Docete*, the school bulletin. Also the Coordinator of the Schools Division was invited to speak at a joint meeting of elementary and secondary school librarians of the Washington Unit of the Catholic Library Association. Indirectly, the Committee implements the work of the annual Washington Book Fair. At each of three yearly meetings—fall, winter and spring—new ideas constitute part of the agenda including investigations of what is being done in other cities. The Committee welcomes suggestions for improving its work by the readers of this article. It is hoped that this report will spur readers to give us ideas and perhaps to get information and inspiration in return.

### L. C. to Edit New Dewey

As the result of negotiations between the Lake Placid Club Education Foundation, the Library of Congress, and the Division of Cataloging and Classification of the American Library Association, the Library of Congress has been asked by the Lake Placid Club Education Foundation to edit the new, 16th edition of the *Dewey Decimal Classification*.

At his death, Dewey left the *Decimal Classification* copyright to the Lake Placid Club Education Foundation, a nonprofit organization that he had founded at Lake Placid, N.Y., to be continued in the interest of library and other work. The last nine editions of the *Classification*, including the 15th or Standard Edition, issued in 1951,

have been published for the Foundation by the Forest Press.

In April 1930 the Library of Congress began to add Dewey Decimal Classification numbers to many of its printed catalog cards of which it sold more than 20 million copies last year alone—in order to provide purchasers with ready-made applications of the Classification to the books represented by the cards. Largely in anticipation of the Library's adding the Decimal Classification numbers to its catalog cards, the Foundation in 1927 moved its Editorial Office for the *Classification* from Albany to the Library of Congress.



# "Best Sellers" for High School Men and Women

SISTER MARY CORNELIUS, S.D.N.D.

Mount Mary College

Milwaukee, Wisconsin

When we talk of "high school men and women" we mean the so-called "adult teenagers", the students who are ready to read at the adult level. The "best sellers" we are speaking of are not, of course, the luridly sensational books which are low in literary value and moral rectitude. These books owe their popularity, as a rule, to high pressure salesmanship and to their appeal to the baser passions. There would be no question of buying such books for a school library. Rather, we mean those best sellers which are deservedly popular among adults because they come to grips with the problem of good and evil and do not hesitate to show sin in all its wicked allure, while, at the same time, they honestly and sincerely seek a solution in sound first principles.

Those who favor putting such books on the shelves of the high school library say that they are good books and should be made available, that the more mature high school students should be given books which challenge them, and that if we refuse to provide such reading we are shirking our responsibilities toward those who are destined to become leaders. We will, they say, discredit Catholic education—and especially education by Catholic Sisters—in the eyes of these young people.

These are rather specious arguments. In the first place, how good are the books in question? It is not very wise to accept a book as "good" before the ink is fairly dry on its pages. Some of us tend to become enthusiastic about books immediately and without taking time to arrive at a considered judgment. Some of us still accept unhesitatingly a book written by a Catholic author or on a Catholic subject, as good. Sometimes there is an element extraneous to the book which accounts for its appeal—the subject is timely, or the circumstances of the author's life are romantic, or something of

the sort. In a few months, or even weeks, we cool off and recognize that we were carried away by our feelings and that our judgment was not really sound.

Catholic writers are not all literary artists. They are capable of turning out mediocre work. The test of a great work is still the test of time. Let us restrain our enthusiasm. Our best Catholic novelists are trying to write a great Catholic novel. They are critical of their attempts; should we not be so too? Sometimes in portraying evil they write with questionable taste, e.g., Graham Greene in *The End of the Affair*. Sometimes they do not show the solution of the problem but merely suggest it; there is danger in this for the immature. I wonder if it is fair to "challenge" our students in this way.

For I am rather dubious about the existence of these "high school men and women." If they exist at all, I am sure that their number is not very large. They may be very bright and may be doing very well in their classes, but that does not make them adult. Teachers may get too far away from their own youth to realize the temptations to which young people are subject. Biologically, they are ready for marriage. God has put into them very strong attractions for the opposite sex to fit them for marriage and parenthood. In our civilization they cannot properly marry for several years, but that does not weaken their natural impulses. Situations in books which do not stir the blood of adults may inflame the adolescent. Problems which grownups can study dispassionately are full of emotional implications for the teenager. Then, too, in their lack of experience they may take these fictional portraits as typical of adult life and get very false impressions of marriage and of sexual problems. They simply are not ready.

What about our responsibility to future leaders? That should not be shirked. I would say that the way to meet it is to establish in our students sound principles which will enable them to read and evaluate correctly the significant books which they will meet. We must teach them that a novel is morally bad if evil is condoned in it; this is the easiest lesson since they do not find it hard to realize that if the author writes in such a way that we sympathize with the criminal and excuse him, truth is perverted. We must teach them that if sin is portrayed realistically it is portrayed attractively — there would be no force in a temptation to do something which repels us—and the reader may be tempted and may fall. It is important, I think, to insist on the "Index" that each reader's conscience sets up for him. All are not equally tempted by the same things or to the same extent. Very exact teaching is needed here. We do not want to make our students scrupulous, but neither do we want to make them lax.

We must teach them that art is, by its very nature, selective. The writer who claims to be a realist because he is photographic and phonographic in his reporting of life is failing to select. Overemphasis on the pleasant side of things results in sentimental writing; over-emphasis on the unpleasant things leads to sordidness. Neither extreme is good. The technique of the novel should be explained so that the students learn what to expect of a good craftsman. I am merely suggesting these things. Every teacher of literature knows what needs to be done in this regard. The point I wish to make is that such a teaching is the best way of meeting our responsibility to our students as future leaders—insofar as their reading is concerned.

Well, then, what about the danger of discrediting Catholic education? I don't think very much of this argument. Let the teacher be prepared to discuss the popular novel with any individual student who has read it and needs help in understanding it. If any school has a group of students who insist on reading adult books, let them form a study club with a faculty moderator. I wonder if such groups would develop from students' spontaneous interest. I suspect that the initiative for them would originate in some teacher rather than in the students themselves. The high school students I have

known have not been very self-activating in this regard.

So far my paper has been chiefly negative. I have one more negative point. With the high school library's budget as limited as it usually is, there is not much justification in spending money for books with so little appeal to the great majority of student readers. I would not buy "best sellers," even in our restricted use of the term, for the high school library.

Having answered the question which my title asks, I might, perhaps, be justified in stopping. However, to strengthen my position, let me offer a few constructive suggestions. Let's stop worrying about those "high school men and women." Wise teachers can handle them as individuals. Let us, instead, think of the rank and file. If America is to remain a literate nation, it is imperative that our young people learn to love reading. Our task—our privilege—is to inspire that love. How are we to do it? There is no short and simple answer. I can give you only a few opinions and a few hints.

It is obvious—but often forgotten—that we cannot give what we do not possess. To impart a love of reading, we must have a love of reading. Let us be honest with ourselves and not say such things as, "I love to read, but I never get any time for reading." We always find time to do the things we really want to do. Side by side in the same faculty are readers and non-readers. If we love to read, we do read. It is simple. So if we don't read, we must begin. Increase of appetite will grow from what it feeds on. Sometimes Sisters feel guilty when they are reading. They think they ought to be *working*. I'm not sure whether or not that springs from the American Puritanism that has so permeated our thinking—the suspicion that everything which gives pleasure must necessarily be rather wrong. At any rate, it's a false notion. Reading is not only a pleasure; it is a duty for every teacher.

Having the love for reading, we must share it. Our own enthusiasm will infect our students. I think it is important that the library be a pleasant place. Librarians must be not only patient but cheerful. Some of my best friends are librarians and they have often flattered me by asking me to be a companion when they attend conventions.

I have sat through a number of such meetings with dismay. Sometimes I have wondered what would happen if I ventured to say, "But shouldn't books be *read*, too? Are they just to be selected, accessioned, classified, cataloged, shelved, dusted, counted, rebound?" After all, the really important thing is that the books be read, so we must bring students and books together. If the librarian is overworked—and what librarian isn't?—then she must reconcile herself to something less than perfection in her library service. Maybe she can't have fresh flowers or perfect ferns decorating her desk and the tables. Maybe she'll get behind with her bulletin board or her displays. Maybe her checking of books will be inefficiently done and the books will be lost or temporarily misplaced. Something will have to be sacrificed. My plea is that the one thing never to be sacrificed is the feeling of being welcome which makes the library an essentially attractive place even if it is dusty and disorderly. I am sure that many librarians have students take over much of this non-technical work and so spare their own time and temper for the vital task of guiding and helping and inspiring.

Students' interests must be consulted in the selection of books. There is almost no limit to the books which are being written for the high school reader. It is much better for students to read widely at their own level than to struggle with books written for adults. Give them plenty of well-written sports stories, stories based on history or having various parts of the United States or other countries for background, career stories, well-written mysteries. Give

them hobby books. Give them biographies and Catholic subjects.

Be critical in your selecting. Be critical of the literary merit of the book under consideration. Be critical of the attitudes and ideals it presents to your teen-ager. Read as many of the books yourself as you possibly can, even if you read them rapidly—just skimming. Be prepared to suggest books which are likely to appeal.

Librarians and teachers work hand in hand. Teachers, too, must love to read if they are to inspire such love. They can direct students to stories which furnish good background for their school subjects and are at the same time entertaining. They can read interesting bits from books that stir the students' interest or curiosity. They can devote some class periods to discussion of collateral reading.

I plead most strongly for two things—that our high school English courses include the reading, in and out of class, of the great classics, and that our libraries be filled with attractive books written especially for the teenager. If these two things are done we will have readers. Our boys and girls will grow up into men and women who read intelligently and who love to read. The pleasure they derived from frequenting the library in their high school days will make them turn to the parish library or the public library for recreation and maybe even for instruction. The principles inculcated in their English classes and the taste for good literature imbibed there will enable them to read safely even the controversial "best sellers". Let's not try to make oldsters out of youngsters. Maturity is a slow growth; nothing is gained by trying to force it.

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## NEW MOVEMENT

There is a movement on the part of some public librarians, according to a Catholic University of America librarian, to get out of the school field and a corresponding movement by the public schools to take over all library service to their students. Richard J. Hurley in an article appearing in the February issue of *The Catholic School Journal*, says there is evidence of centralizing and totalitarian thinking on the part of public school educators which will place all educational agencies under school authorities.

# Bibliography, Long and Short

**William A. FitzGerald, Ph.D.**

Director, Peabody Library School  
Nashville 5, Tennessee

**Dorothy L. Cromien**

Associate Professor of Library Science  
St. John's University  
Brooklyn, N.Y.

Librarians who, in the past, have waxed enthusiastic or otherwise about lists of books for college libraries whether prepared by Charles B. Shaw, Sister Melania Grace, or others have a new title worthy of their examination and study in Philip McNiff's *CATALOGUE OF THE LAMONT LIBRARY*\*. Frankly, I am most enthusiastic about this practical bibliography, which includes more than 39,000 titles contained in the Lamont Library which serves the undergraduates at Harvard. It is practical because it does not present the ideal collection for the ideal college library but rather because it includes a collection embracing the required and recommended readings for Harvard College undergraduates and those other books which, it is assumed, will be consulted or read by those undergraduates.

Because the *CATALOGUE* was planned for a definite liberal arts college community it lacks in abundance certain subject fields in the practical arts. Because the Lamont Library is close to other types of libraries, certain other materials which are available in specialized, accessible locations, are fewer in number in this list.

This collection represents faculty-library cooperation in selection for use when the Lamont was organized in 1948, and a reappraisal which was made in 1952 when a printed catalogue was projected. Over 200 faculty members examined materials in their subject fields and made recommendations for the addition as well as for the discarding of titles. Students and librarians have joined in recommending titles, also.

Those who have had the chance to examine the *CLASSIFICATION SCHEME OF THE LAMONT LIBRARY* will be in-

"An annotated bibliography, for the most part Catholic in authorship or subject matter, chosen as a guide to the recreational and instructional reading of Catholics." The 1954 *Catholic Booklist*\*, like its predecessors, attempts to select from all literature for all Catholic readers. That it does so much within such small compass is tribute to the competence of the individual compilers of the twelve categories of books listed. The wide representation of publishers, and the variety of approaches to each subject within the various sections indicate the comprehensive combing each field has received from its editor. The accident of the year's publishing must always account for some seeming unbalances.

Except for the Rev. Redmond A. Burke, C.S.V., who did the biography list this year and Bernadine G. Schmidt who did the education list, the contributors are the same as those of last year, and in many cases of several previous years. Such a composite work is bound to show unevenness in selectivity, in range of difficulty of titles, and in the evaluative notes themselves.

As in the past, the major portion of the bibliography is contained in the history, social sciences, philosophy, religion, and literature sections. Here all entries are distinguished by vivid and critical annotations. It is in relation to the secular subjects, however, that this reviewer each year questions: "for whom is the *Catholic Booklist* compiled?" It is both too technical and too simple, and it is not particularly Catholic according to any usage of the word. One does not question the titles recommended but the scope of the list itself. Is it a buying guide for librarians, a list for ad-

\*McNiff, Philip J. *Catalogue of the Lamont Library, Harvard College*. Harvard University Press, 1953. 562 p. \$7.50.

(Continued on page 164)

\*The *Catholic Booklist*, 1954; edited for the Catholic Library Association by Sister Stella Maris, O.P. St. Catherine Junior College, St. Catherine, Kentucky. (Approx.) pp. 75. .75c.

(Continued on page 164)



## Conference News

### Theme

The theme of the 30th Annual Conference of the Catholic Library Association to be held at the Bellevue-Stratford Hotel in Philadelphia, April 20-23, will be "Libraries in the Age of Mary," and suitably so in this the Marian Year.

### Tentative Program

The following points were kept in mind while planning the schedule for the 1954 Conference:

1) While the 1953 Conference called for a four day meeting in 1954, it also requested that one half-day be set aside for a tour, and that there be a special meeting for the chairmen of the units.

2) At least four Sections asked that their meetings be so scheduled as not to conflict with other meetings appealing to the same membership.

3) The exhibitors (and many members) regretted the small amount of time actually free for visiting and exhibits.

The meetings as arranged in this Tentative Program for the first three days satisfy all three points. Four sections have requested second meetings of their groups. To schedule these second meetings during the first three days of the Conference would cause numerous conflicts and would make it very difficult for the members to visit the exhibits or to confer with their friends. Consequently, all second meetings of Sections or Round Tables (if desired) are to be held at one time—the afternoon of the fourth day.

### Conference Accommodations

The Bellevue-Stratford, as the Convention hotel, will, of course, be the most convenient residence during the Conference. Two religious houses, however, have offered their hospitality to Sisters.

Those who wish to stay at Rosemont College which is 12 miles from the city (\$1.00 round trip train fare) should write to

Mother M. St. Lawrence, S.H.C.J., Librarian, Rosemont College, Rosemont, Pa.

The other residence is Immaculata College 20 miles outside the city. Transportation will be provided. Those planning to stay there should notify Sister Thomas Aquinas, I.H.M., Librarian, Immaculata College, Immaculata, Pa.

### Parish Library Workshop

On Wednesday afternoon, April 21, thanks to Father Vincent P. Schneider and the Philadelphia high school librarians, there will be a visit to Roman Catholic High School (the oldest diocesan boy's high school), La Salle High School (a private school for boys), Little Flower High School (the newest diocesan girl's high school), and Northeast Public High School. Transportation will be by chartered bus, through the compliments of the Philadelphia high school librarians.

On Thursday morning, April 22, we will have a business session and a talk entitled **BOOKS — THE ROOTS OF THE ROCK** by Miss Alice Louise Le Fevre, the Director of the Department of Librarianship of Western Michigan College of Education. At the business session we should have a final decision on the Constitution and By-Laws for our section. There also have been suggestions for a steering committee, ways to defray our expenses, projects to be carried on jointly by several units, a list of high schools in CLA, and a number of other items which could possibly develop into something worthwhile.

On Friday afternoon, April 23, Sister M. Leontine, O.P., the librarian of St. Helena's High School in New York, will lead a discussion on basic library problems, such as student assistants, aids to efficiency in the daily routine, budgeting, faculty-librarian relationships, "adult" books, and teaching the use of library tools. Sister led a discussion on similar topics at a recent meeting in New York and it was reported as being "wonderfully effective."



# 30TH ANNUAL CONFERENCE—TENTATIVE PROGRAM

| DATE                  | 9:00 A. M.                        | 9:30 A. M.   | 10:45 A. M.                  | 12 NOON  | 2:30 P. M.   | 4:00 P. M.                      | 4:30 P. M.   | 5:00 P. M. | 8:00 P. M.                           |
|-----------------------|-----------------------------------|--|------------------------------|--|--|---------------------------------|--|------------|--------------------------------------|
| MONDAY<br>April 19    |                                   |  |                              |  |  | Executive<br>Council<br>Meeting |  |            |                                      |
| TUESDAY<br>April 20   | Solemn<br>Pontifical<br>High Mass |  | Advisory<br>Board<br>Meeting |  | General<br>Session   |                                 | President's<br>Reception   |            | Seminary<br>Libraries<br>Round Table |
| WEDNESDAY<br>April 21 | Tour                              |  |                              |  | Reference<br>Libraries<br>Section<br>Elementary<br>School<br>Libraries<br>Round Table                          |                                 | Franciscan<br>Educational<br>Conference,<br>Library Com-<br>mittee<br>American Ben-<br>edictine Acad-<br>emy, Library<br>Science Section |            | Jesuit<br>Library<br>Conference      |
| THURSDAY<br>April 22  |                                   | University and<br>College<br>Libraries<br>Section<br>High School<br>Libraries<br>Section |                              | Conference<br>Luncheon                         | Cataloguing<br>and Classifi-<br>cation Round<br>Table<br>Hospital<br>Libraries<br>Round Table                  |                                 | Unit<br>Chairmen's<br>Meeting  |            |                                      |
| FRIDAY<br>April 23    |                                   | General<br>Business<br>Session   |                              | Local<br>Arrangements<br>Committee<br>Luncheon | Parish<br>Libraries<br>Round Table<br>Second<br>Meetings<br>of Sections<br>and Round<br>Tables<br>(if desired) |                                 | Executive<br>Council<br>Meeting<br>and Dinner  |            |                                      |

# Contact for Catalogers

*A Clearing-House Page for Catholic Catalogers*

OLIVER KAPSNER, O.S.B.

*Catholic University of America*

## *New C.L.A. Cataloging Committee*

At the last annual C.L.A. convention in Columbus, April, 1953, the Executive Council created a new cataloging committee to represent the Association. The committee will be known as the Advisory Committee on Cataloging and Classification of the Catholic Library Association.

The purposes of the new committee are: a) to correlate C.L.A. interests in cataloging with the work of the various committees of the A.L.A. Division of Cataloging and Classification; b) to correlate similar work with the Library of Congress Descriptive Cataloging Division and Subject Cataloging Division, and with the L.C. consultants on cataloging policy, namely, Mr. Seymour Lubetzky and Mr. David J. Haykin; c) to consult with the editors of the Dewey Decimal Classification in matters concerning the classification of Catholic literature.

The personnel of the committee consists of: Sister M. Norberta, I.H.M., Department of Library Science, Marywood College, Scranton, Pa.; Mr. Arthur L. Morse, Ryan Library, Iona College, New Rochelle, N.Y.; Miss Margaret M. Henrich, Villanova College Library, Villanova, Pa.; and, as chairman, Rev. Oliver L. Kapsner, O.S.B., The Library, Catholic University of America, Washington, D.C.

Since the American Library Association is initiating long-range action towards the possible revision of the present A.L.A. cataloging code, the appointment of the new C.L.A. cataloging committee is very timely. Problems to be studied by the committee should be mailed to the chairman. The committee intends to use this column to report on problems and progress.

## *Back to the Title Page*

In his penetrating analysis of the present A.L.A. cataloging rules, wherein he deplores the complexity, inconsistencies and obscuring of objectives in the code and recommends its complete reconstruction, Mr. Lubetzky suggests a number of lines along which the rules should be recast, which are highly favorable to the correct cataloging of Catholic literature. Among these is the importance of the title page, which he stresses as follows.

"Having considered the objectives at which we should aim in cataloging and their implications, let us now turn to examine the material for which our principles and rules are to be designed and note the conditions encountered.

"The prevailing type of material which is found in a library and is recorded in its catalog is the book; and the most important characteristic of the book, for the purpose of cataloging, is the fact that it is provided with a prominent identification tag in the form of a title page. The cataloger can thus

anticipate how a particular book will normally be cited and looked for and provide for it accordingly. The title page generally includes the name of the author and the title of the book, sometimes only the title of the book, and occasionally only the name of the author. The name of the author and the title of the book are therefore the most important clues by which the book will be identified when cited, and by which it will be looked for in the catalog or called for in the library. The principles and rules for the entry of books must consequently be based on these two elements, and will apply similarly to other materials identified by the author, or title, or both."

It may seem somewhat paradoxical that, after all these years of cataloging effort, it should become necessary to remind the cataloging profession that the title page is the basic condition for the descriptive cataloging of a book. Yet that is the situation which the A.L.A. rules and Library of Congress practice have created for us.

During the past decade the Library of Congress descriptive cataloging policy, as reflected on its printed cards when these are compared with the books they represent, has been tending towards confusion rather than clarity, a situation which developed largely because the descriptive catalogers are no longer sufficiently guided by the materials and information contained on the title page.

According to the new L.C. *Rules for Descriptive Cataloging* (3:4), which rules are adopted by A.L.A., the individual cataloger is allowed to omit certain items from the title page, to add others, to transpose the order, and even to convert a title entry into a modified series entry. It can readily be seen how this flexibility in interpreting the title page, or rather revising it, as practiced by different catalogers, is bound to lead to inaccurate descriptive cataloging and to lack of uniformity in the treatment of publications similar in form. Actually, to copy the title page as it is would normally not only be easier, faster, more accurate, and less expensive, but would also produce a catalog entry more serviceable to the reader, who looks for a book according to information obtained either directly from the title page or from a bibliographic citation.

More aggravating is the case of the main entry, personal or corporate, when this does not conform to the author statement on the title page (the corporate author case will be taken up some other time). With growing frequency we catalogers are experiencing that the author of a

1. Seymour Lubetzky. *Cataloging Rules and Principles; a Critique of the A.L.A. Rules for Entry and a Proposed Design for their Revision*. Washington, 1953, p.41-42.

(Continued on page 176)



## Books and Bandages

A Page for Librarians Serving  
Doctors, Nurses and Patients

Catherine O'Day Hollis

Mercy Central School of Nursing  
Grand Rapids 2, Mich.

### Vertical Filing

Ephemeral material has a way of collecting in any library, but in the hospital library much of this material is very important. It is the newest material obtainable, the first printed form of any subject matter whether a clipping from a newspaper, a new pamphlet, or pictures or charts supplied by pharmaceutical firms. It is this newness that makes it important. In order to have it used and available on demand, the librarian must find an arrangement which will be suitable for librarian and patron to use easily.

Two methods have been presented by members of the Hospital Section. One method is a straight alphabetical arrangement; the other is a subject file which is worked out according to the outline of the medical-surgical course as taught to student nurses.

### Alphabetical Arrangement

Broad subject headings classify the ephemeral material which is arranged in alphabetical order and placed back of marked guides. Some subjects are broken down into subdivisions. There are a few *see* and *see also* references. The keynote to the arrangement is simplicity. Because of the time element records are kept at a minimum. Pressboard guides in three positions are used. The main subject is put on the first position guide with white paper, the subdivisions on green in the second position, and the *see* and *see also* references on the third position in another color.

The headings were chosen from the *American Journal of Nursing Index*, *Quarterly Cumulative Index Medicus*, and, for nursing and nursing education, *A Library Handbook For Schools of Nursing*. Preference was given to common terms rather than to technical ones. The criterion was: Under what name might this material be asked for. The list has been revised three times since its inauguration in 1945. It is stapled in a folder kept on the desk at all times, while a duplicate list is kept on 3 x 5 cards, one card for each heading, and this is kept on the steel cabinets for access by the user.

The broad classification of subjects was preferred to eliminate filling up the file with guides. Because the guides are stiff, the material, all but the flimsiest clippings, hold up well between them. This makes the use of many bulky folders unnecessary.

As soon as the material comes in a decision is made to file, or not to file. If it is the former processing starts by marking with the ownership stamp and the date received in the upper left hand corner. The subject heading is written in pencil in the upper right hand corner: e.g.

21 N 54 Ethics—Euthanasia

It is then dropped behind the guide.

Ephemera is not traced from the catalog nor are records of each article placed in the file, chiefly because this material becomes obsolete so quickly and the changing of records is so time consuming. Later, if the material proves to be of value, reports, historical data, and so on, there is a decision on permanent records and housing. For those who want catalog reference a general guide card in the catalog might be:

### ALCOHOLISM

Material (or Additional Material) on this subject will be found in the INFORMATION FILE under the heading, ALCOHOLISM.

### Subject Arrangement

An abundance of visual aid material is used in teaching the Medical Surgical Unit to the pre-clinicals in a nursing school. For this reason the file was set up with subject headings. The large headings follow the outline which is given each student taking the course: e.g. Integumentary, Circulatory, Respiratory, etc. These subjects are printed on angle tabs with insertable labels and are placed in left edge of drawer in straight line. The principle subdivision headings are in second position.

Thus when the student opens the file and sees SURGICAL and behind it a subdivision labelled GASTRO-INTESTINAL, she "slows down" for she knows the folder she desires "The Upper G.I. Tract" will have the material she wants on *Esophageal Varices*.

If her search is for *Vincent's Angina* she will follow her outline and start with the large heading MEDICAL, "slow down" at the tab GASTRO-INTESTINAL and "stop" at *Upper G.I. Tract*.

This arrangement of the subject file allows for expansion at any time without disturbing the original material.

Although these two ideas seem at first to be absolutely different—the same principles are used with the main entry in first position and subdivisions taking second place. It is only the headings which change the picture of these two vertical files.

There is a comprehensive article in the *American Journal of Nursing* 48: 660-663, 1948, which treats of this type of vertical filing. The author, Ruth Shaw Leonard, in "Pamphlets and Other Ephemeral Materials," answers just about every question on this subject. Her suggestions are worth having especially if one is thinking of re-organizing a collection.

The chairman thanks the librarians Sr. Teresa Louise, C.S.J., St. Joseph's Hospital, St. Paul, Minnesota, and Miss Mary Morrissey, Mercy Hospital School of Nursing, Iowa City, Iowa, for the material on these two plans for the vertical file.

Catherine O'Day Hollis

## LAMONT

*(Continued from page 159)*

terested to know that the CATALOGUE is classified according to that scheme, with the table of contents serving as a synopsis of it. This synopsis covers two pages and is easy to follow, since its debt to Melvil Dewey is readily noticeable. If the two pages of the synopsis could have been arranged to face each other instead of being on reverse sides of a single sheet, the full scheme would have been more quickly apparent to the user. A study of the scheme and then an examination of the titles classified within its compass will indicate the practical rather than the theoretic approach. Usually there is only one location for material on any subject, and works about artists, musicians, and others, are grouped with books by them.

The CATALOGUE excludes some of the titles on deposit in Lamont, such as most of the special collection about Harvard, journals, poetry recordings and certain of the so-called vertical file materials. However, selected holdings of two recreational reading collections (which would have been purchased if the recreational reading rooms did not exist) have been included. Usually, not every edition of each title is listed.

This bibliography, because it is a finding list, does not describe titles in the usual bibliographical detail. Moreover, it is a listing and not an annotated bibliography. To quote from the INTRODUCTION:

"Personal author entries include the first name followed by initial or initials; corporate entries have been kept as brief as possible. Title entries have also been cut but, in some cases, explanatory subtitles are added. Editors or translators are given only when the information is of special significance. The names of publishers have been reduced to one word whenever possible."

Separate author and subject indexes of 62 pages, 4 columns each, constitute a valuable part of the CATALOGUE. Although the pages are numbered close to the spine all references in the indexes are to the classification numbers.

The CATALOGUE is a good sample of a modern, useable book, produced by newer, more economical means. The copy was composed on an IBM Electromatic Typewriter and the printing is by offset lithog-

raphy. This reasonable method of book production is reflected in two ways—first, in the list price of the book which would have been much higher if the usual printing processes had been followed; second, in the general appearance of the text which needs to be consulted in a well lighted area. Supplements have been promised to keep the CATALOGUE up-to-date. Mr. McNiff, in his Introduction, welcomes comments and suggestions for additions, deletions and corrections.

Because this work is a listing of an actual, live collection in a modern undergraduate college library this CATALOGUE should be in the hands of every college librarian. The fact that so many faculty specialists, currently teaching present day students, have aided in the selection of its entries would seem to point out its examination value for other instructors in other undergraduate colleges. All college administrations and faculties experimenting with general education in Catholic Liberal Arts Colleges for present day society should find this a provocative bibliography.

As the catalogs of the Bibliotheque Nationale, of the British Museum and of the Library of Congress are basic reference tools useable in many ways, so in its own way, is the CATALOGUE of the Lamont Library which can be of much practical value to librarians and to other college educators. It reflects a curriculum and a faculty view of scholarship, and it indicates some of the reading and bases of thought selected for a large segment of the student body of a modern American institution of learning. Consequently, the CATALOGUE is a necessary adjunct to any college library, not only for the use of the librarians, but also, and particularly, for their teaching faculty.

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## BOOKLIST

*(Continued from page 159)*

vanced students, a handbook for the average Catholic reader? The average reader will not find many of these titles in his public (or parish) library, and the librarian and student have already found them.

The list of books for children and young people, always like an afterthought in so special a subject bibliography, can only offer samplings of the year's output. The list seems spotty and the age designations ar-



bitrary, but this must be a difficulty of the limited space rather than the choice of titles. The age approach to books, rather than that of subject, makes this section quite different, and in many ways more difficult, for its editor to compile than the other more defined areas.

This reviewer would like to see the *Catholic Booklist* more widely contributed to by the membership of the Catholic Library Association, including lay men and women doing distinguished library work in public institutions. This year's list, however, is welcome as the others have been, and Sister Stella Maris, O.P., its editor, may be justly proud of its general high quality and comprehensiveness. The booklist has been read in manuscript. It is assumed that the usual convenient and attractive format, with indexing, will be adhered to.

#### CHOSEN FOR PARISH LIBRARIES

JOAN O'CALLAGHAN and RITA KECKEISSEN  
*St. Peter's Library, New York*

Here are a few of the titles which appeared earlier in the last publishing year and ought to go well in parish libraries. Two really important works are, *THE CHURCH TODAY* (Fides; \$4.75), which is a compilation of the late Cardinal Suhard's pastoral letters and spiritual diary, and Leonce De Grandmaison's conferences to lay apostles, *WE AND THE HOLY SPIRIT* (Fides; \$3.75). These two titles are part of a formidable program on the part of the publisher making available to the American reader books basic to problems of lay spirituality, and as such will be of special and lasting interest to the intelligent, zealous Catholic.

Books for the spiritual reading shelf are Father Trese's *MAN APPROVED* (S&W; \$3) on the priesthood and Father Gerald Vann's *SEVEN SWORDS* (S&W; \$3) on the sorrows of our Blessed Mother and their meaning for our lives. It is one of the pleasures of being a parish librarian to be able to introduce readers to Father Vann's work. Reaction is invariably enthusiastic. Monsignor Knox is another author whose popularity continues to grow. His latest work, a collection of lectures, apologetic in character, is called *THE HIDDEN STREAM* (S&W; \$3). John Wu's *THE INTERIOR CARMEL* (S&W; \$3.25) emphasizes the Christian way of life in the world and yet not of the world.

Personal narratives have a definite reader appeal among our readers. In particular, conversion stories are attractive. Latest addition to this shelf is *MY ROAD TO CERTAINTY* by William C. Kernan (McKay; \$3), former Episcopalian minister who tells how the hunger for truth drew him into the Church. George Boyle's biography, *FATHER TOMPKINS OF NOVA SCOTIA* (Kenedy; \$3), records the accomplishments of a great pioneer in such phases of social action as

adult education, cooperatives, and regional libraries. Dr. William E. Walsh in *PROMISES TO KEEP* (Kenedy; \$3) tells the adventures of his family in good times and bad with humor and humility, and above all with an intense consciousness of the providence of God. Very different is the background of Father Greene's account of his experiences at the hands of Chinese Communists in his *CALVARY IN CHINA* (Putnam; \$3.50); grim reading guaranteed to give a deep appreciation of a missionary's sacrifices. Donald Attwater's *SAINTS WESTWARD* (Kenedy; \$2.50) is a collection of informal sketches of the saintly lives of missionaries, martyrs, and pioneers, both men and women of North and South America.

On the light side is Father Doty's new novel *THE MARK* (Bruce; \$3), the story of a priest who must make the difficult adjustment involved in his assignment from parish work, which he loves, to teaching. A good historical novel on the dramatic life of St. Thomas More is Charles A. Brady's *STAGE OF FOOLS* (Dutton; \$3.95). It is written with skill and attention to authentic background. *LOUIS MARTIN'S DAUGHTER* (Bruce; \$2.75) by James E. Bulger is a charming story on the life of St. Therese of Lisieux told from the point of view of the saint's Father. Light treatment makes for quick reading.

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#### FIRE ON THE MISSIONS

A college book collection that took fifty years to build went up in smoke when Dumaguete, a city in the Philippines, was ravaged by fire this Christmas. Two thousand Catholic students there are now without a library. Shipments by post must be limited to 6 pounds 9 oz. Address: Sister Socorro, St. Paul College, 510 Herran, Malate, Manila, P.I.

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#### We Give Up—

or ought to

A mixup in the authorship of several articles in the December issue of the CLW has been called to our attention.

Sister Mary Joachim, O.S.B. of the Midwest Unit informed us that Sister Reynoldine, O.P. of Rosary College, River Forest, Illinois is the author of "Librarians are Leaders".

Sister Mary Immaculata, O.S.F. of Boston told us that Mrs. Patrick Flood wrote the article entitled "A Pastor on the Grade School Library."

The errors were not typographical. We were supplied with the wrong information and failed to check. Apologies to all concerned. Ed.



# Books

SISTER M. REPARATA, O.P., Editor

Rosary College, River Forest, Ill.

BERNARD of Clairvaux, St. *The Letters of St. Bernard of Clairvaux*; tr. by Bruno Scott James. Chicago, Henry Regnery Company, 1953. ix-xx, 530 pages. \$10.

BERNARD of Clairvaux, St. *St. Bernard of Clairvaux; Seen Through His Selected Letter*; tr. by Rev. Bruno Scott James. Foreword by Thomas Merton. Chicago, Henry Regnery Company, 1953. v-viii, 276 pages, \$3.50

St. Bernard of Clairvaux, Cistercian abbot, Doctor of the Church, spiritual writer, ecclesiastical reformer, adviser to popes, counselor of kings, friend of saints, and rebuker of sinners so completely dominated the Twelfth Century that the shadow of his influence has lengthened through the succeeding centuries, influencing each one, even to our own day. Hence it is particularly opportune that a new translation and edition of his letters should appear, especially as this year marks the eighth centenary of St. Bernard's death.

As Father James points out in his introduction, nothing shows more clearly the expansive influence of St. Bernard or his times nor the depth of his personality than his letters dealing as they do with many of the great problems of those times. The schism of 1130 between Innocent II, the lawful pope, and Anacletus II, antipope, called forth from the pen of St. Bernard letters to archbishops, bishops, sovereigns, noblemen, the citizens of Genoa, Pisa, Milan and the emperor himself on behalf of Innocent II and the ending of the schism. Again the dispute over the election of William Fitzherbert to the see of York, which involved the Cistercian abbots of Rievaulx and Fountains, also brought into action the ever-active pen of St. Bernard.

There are letters to Suger, the great abbot of St-Denis and minister of the king of France, who, influenced by St. Bernard, reformed himself and his monastery. There are the letters to Melisande, the queen of Jerusalem; the many letters to Haimeric, chancellor of the Holy See, and at last those sad letters imploring help for the ill-fated Second Crusade, the failure of which affected St. Bernard so deeply.

These letters dealing with the great affairs of Church and State are not the whole of the volume, however. The tremendous personality of St. Bernard would be insufficiently seen if mention was not made of those affectionate letters, those humble letters, those paternal letters, those letters showing the weariness of the apostle, weakened by illness, home-sick for the cloister. This volume contains letters of rebuke, reprimand, and remonstrance as the one to Arnold, abbot of Morimond, who with a few of his monks abandoned his monastery to go to the Holy Land with the Crusaders.

All of these letters will be found translated in the complete edition; the more notable ones will also be found in the collection of selected letters. The translator has performed a difficult job well by his English translation of St. Bernard's fiery prose. In the complete collection the translator has given an excellent introduction to the whole work. He has shown careful scholarship by his use of letters newly discovered by modern research. Noteworthy, also, are his short historical backgrounds preceding the more important letters. If this could have been done for each recipient of letters, it would have been even more valuable. Such a procedure would doubtless have not been practicable. Finally, Fr. James is to be praised for the three helpful indexes at the end of the complete collection.

The smaller volume of selected letters would seem to have been published as a "popular" work. An abridgment of the excellent introduction to the complete collection is given by the translator. This work lacks the indexes of the complete collection. The book jacket seems rather odd in that a prominent place is given to the name of Thomas Merton, writer of the brief foreword, and an insignificant position is given to the name of the translator. Libraries, of course, will be satisfied only with the complete collection, which will be of immense value to students, historians, and all those interested in the great saint. CYPRIAN DAVIS, O.S.B., St. Meinrad's Abbey, St. Meinrad, Indiana.

DE FREES, Madeline, *The Springs of Silence*, Prentice-Hall, 1953.

Thomas Merton's revelations of the joys of life as a Trappist have awakened popular interest in modern monasticism.

In *The Springs of Silence* Sister Mary Gilbert has provided a moving and mature appraisal of her own life as a teaching religious. There is present an objectivity difficult to achieve in personal reminiscence, and an engaging frankness and humor pervade the account. Especially noteworthy is Sister's presentation of a period of crisis, when youthful emotion and idealism was tempered by the sober realization of the demands of a life consecrated to God. The chastened re-dedication that is the result of this spiritual trial is poignantly conveyed. Because of this incident, however, it may be well to offer the book only to older high school girls. Although Sister Mary Gilbert has written for an adult audience, the book will have a strong appeal to young aspirants to the religious life. SR. M. PAUL, O.S.B., St. Scholastica Academy, Chicago.

*A Treasury of Catholic Thinking*; compiled and edited by Ralph L. Woods. Thomas Y. Crowell Co., 1953. 378 pp. \$5

The compiler in his preface bravely declares his objective—"to give authoritatively, simply and

forcefully the Catholic view of life in all its aspects in the world today." To claim, even to hope to achieve in 378 pages so noble and challenging a task seems at first naive. Mr. Woods, however, is not naive nor is he incompetent as an anthologist. He previously compiled and edited *A TREASURY OF INSPIRATION* and *A TREASURY OF THE FAMILIAR*. This third anthology shows intelligent planning and judicious selecting.

The structure of the anthology, and the compiler's analysis of the Catholic view of life, is based on the four great realities that pose the problems facing modern man: God, Man, The Church, and The World. Additional subgroupings of these problems increase the sections of *THE TREASURY* to twelve. God (section 1); Man (2 to 6); The Church (7 to 10); The Material World (11); and the Spiritual World (12).

The 130 Catholic authors summoned to express our attitudes range from St. Paul in the first century to Pope Pius XII in the twentieth. The first four selections in the anthology represent the first, eleventh, thirteenth and twentieth centuries. Later in the anthology an excerpt of Bernanos stands beside a statement of St. Thomas; a twentieth century passage of Bishop Sheen has as its chaplains two fifth century statements of St. Augustine. The chronological indifference of the selections does not mar the order of the anthology, which derives its unity from the topical arrangement described above, and even enhances the mosaic of the selections. The sympathy of thoughts from different eras and cultures silently attests to the reader that the Catholic view of life is surely the *Mens Christi*, ever the same light of the world though it be reflected through culturally diverse Catholics over 2000 years.

Because of the limitation of space and scope many great authors are unavoidably omitted. Similarly, on any one problem little more can be expected than a simple, forceful statement of the Catholic position. The *TREASURY* ends with a handy index of authors with biographical notes. The sources themselves are not listed in a separate index, but in the biographical index. The anthology lacks an index of subject matter, but a detailed table of contents supplies somewhat.

*A TREASURY OF CATHOLIC THINKING* should stimulate readers of college level; converts will find it an enlightening introduction and synthesis of Catholic attitudes; priests, religious and seminarians will recognize tenets they already believe, but seldom before perhaps found expressed so beautifully. DAVID F. CASEY, M.M., *Maryknoll Seminary, Glen Ellyn, Illinois*.

HYNES, Michael J. *History of the Diocese of Cleveland*, origin and growth (1847-1952). Cleveland, Ohio: Diocese of Cleveland, 1953. xxiv. 520 pp.

This study of the history of a diocese by a Louvain Doctor of Historical Science has good qualities as well as an attractive format. There is a definite outline, with a pattern which is repeated in successive chapters as the story of Cleveland's religious growth under the different

bishops is narrated. Fine color prints of His Holiness, Pius XII, and Archbishop Hoban, the present incumbent of the episcopal throne, are the highlights among a collection of over 300 photographs in the book. The list of illustrations however would be more serviceable had it been arranged alphabetically. A representative bibliography, and an index of over 20 pages complete the history. Maurice Francis Egan's name is unwittingly inverted on p. 124; and there is inconsistency in the name of the sculptress mentioned on pages 111 and 162. Through a slip, no doubt, the 'h' is missing almost consistently from the name of Archbishop McNicholas throughout the book. One of the more noteworthy items is the unbiased picture of the generous cooperation of Protestant people during Bishop Fenwick's days in their giving of lands or buildings for churches. As a catalogue of growing parishes, organizations, erection of churches and institutions, this *HISTORY OF THE DIOCESE OF CLEVELAND* fulfils the author's purpose in giving a general view of the development and expansion of the diocese of Cleveland under the administration of its six successive bishops. EDMUND L. BINSFIELD, C.P.P.S., *St. Charles Seminary Library, Carthage, Ohio*.

## Reference Books

SISTER MARY CLAUDIA, I.H.M., *Editor*  
*Marygrove College, Detroit 21*

CAHILL, Patrick, comp. *The English First Editions of Hilaire Belloc*; with an open letter to Hilaire Belloc by G.K. Chesterton. London, The Compiler (20 Cavenish Gardens, S.W. 4), 1953. 51p. \$1.00

This chronological catalogue of one hundred and fifty-three works attributed to Belloc is only a handlist, a by-product of the author's unfinished research project on a complete bibliography. Transcripts of title-pages are given followed by collation and brief descriptive notes. The letter of Chesterton, originally printed in an issue of *The New Witness*, appears here for the first time in book form.

CECCARONI, Agostino. *Piccola enciclopedia ecclesiastica*. . . Appendice aggiornata a tutto il 1952 dal molto Rev. Prof. Don Angelo Ciceri. Milano, Antonio Vallardi, 1953. 1294, 302p. 3,000 lire

This is an abridgement of the *Dizionario ecclesiastico*, begun by Ceccaroni, which carried data to the end of 1898; the supplement by Ciceri goes through December 31, 1952. Illustrated. EUGENE P. WILLING, *Director Catholic University of America Library, Washington 17, D.C.*

*COLLIER'S World Atlas and Gazetteer.*  
New York, P.F. Collier and Son: Division  
of Crowell-Collier Publishing Co., 1953.  
480p. \$17.50

The publishers of this work have reason to be proud of their achievement. It presents an extensive array of information in a form which the user will find most helpful. The content is divided into three unequal parts; the first features the world in maps and in geographical background; the second, the United States and Canada; the third, constituting more than one half of the volume, is a world index and gazetteer of the latest available data.

Not the least of the good points of the atlas is the use made of varied type. Especially is this a help in the world political, economic, and climatic tables, and in the place-names on maps. A marginal notation on each map is a source of ready reference. Even the end papers serve the purpose of reminding readers that transportation has made our world smaller; the picture of the United Nations building speaks of a noble effort for a better world.

Once this tool-volume becomes known, schools and libraries will regard it as a "must." SISTER M. ROSALITA, I.H.M., *Head, Department of History and Political Science, Marygrove College, Detroit.*

*CRAM'S Unrivaled Atlas of the World.* Indianapolis, George F. Cram Co., 1952.  
403p. \$25.00

The fact that the present volume of the atlas is the sixty-fourth edition is indicative of its past success. The objective expressed in the subtitle: "The World Indexed", has been reached when one considers the variety and extent of the information gathered between the covers of this work.

The first third of the book and the last section are concerned with the United States. There is a foreign index and gazetteer; there are two series of maps, one of the modern world and one of the ancient and medieval world.

It is regrettable that type was not used more effectively. Many place-names on maps cannot be read without a reading glass. There is no real table of contents such as would help the user to locate quickly the "area" of the volume for the information he is seeking. It is to be hoped that the next edition will remedy both of these defects. SISTER M. ROSALITA, I.H.M.

*DIZIONARIO ecclesiastico; sotto la direzione dei Revmi. Mons. Angelo Mercati, Mons. Augusto Pelzer, con la collaborazione di numerosi e noti specialisti. Redattore capo Antonio M. Bozzone. Torino, Unione Tipografico-Editrice Torinese, 1953. 12,000 lire. Volume 1: A-F.*

Similar in format to the *Enciclopedia cattolica*. Brief articles, with bibliographical notes. Illustrations, including some full pages in sepia and in color. E. P. W.

*GUIDE pratique des catholiques de France.*  
Guide Nos. 1 & 2. 2. ed. Paris, Edité par l'Office National de Propagande Catholique Siege Social, Publicité, Administration, 10, Rue Des Pyramides, 1953.  
(Available on application to publisher).

This appears to combine Catholic directory and almanac type of information, covering in the opening part of the first volume "Documentation Generale" describing Catholic Action in France, various shrines, the Organization Congregations, Cinema and Theatre, Associations of workers, etc. After the general portion of the book the work is divided according to Provinces covering: in Guide 1, the Provinces of Cambrai, Paris, Reims, Rouen and French Antilles; and in Guide 2, the Provinces of Lyon, Chambéry, Besançon, Sens, Strasbourg and Metz. E. P. W.

*HOSPITAL PROGRESS: Cumulative index, 1940-1949.* L. Sneath, comp. Catholic Hospital Association, 1953. 187p. \$2.50

This index will be of real value to anyone seeking information in the fields of medicine, nursing or hospital administration. Authors, titles and subjects are in one alphabet. The compiler, who has made a very praiseworthy effort, refers to the "tedious process" of indexing. Closer adherence to cataloging practice would make her work less tedious, and it would make the index easier to use. For example: local institutions are easier to locate under name of place than under the institution's name; in this index there are twenty-five pages of entries beginning with the word "Saint." There should be more economy in the selection of title entries. When the first word of a title begins with the same word as the subject entry, there is no need for separate title entries (Cf. Penicillin). Finally, in personal names honorary titles (e.g. His Excellency, the Most Reverend) can be eliminated. JOSEPH W. SPRUG, *Editor Catholic Periodical Index, Catholic University of America, Washington 17, D.C.*

*KIRCHLICHES Handbuch; amtliches statistisches Jahrbuch der katholischen Kirche Deutschlands.* Herausgegeben von Dr. Franz Groner für die Amtliche Zentralstelle für kirchliche Statistik des katholischen Deutschlands. Köln, Marzellenstrasse 32, Verlag J. P. Bachem, 1944-51. Band XXIII.

Of particular interest to libraries will be the tabulation of Catholic newspapers and periodicals pages 91-99. E. P. W.

LYLE, Guy R., and Guinagh, Kevin. *I Am Happy to Present: a Book of Introductions.* New York. The H. W. Wilson Co., 1953.  
\$3.00

Since social convention requires that a guest speaker be properly presented to his audience, it

is important that the presentation set the proper tone for the meeting. We now have, for the first time, a book which gives sound principles for an artful introduction accompanied by many actual presentations that have been made.

Of particular interest are the following: Lessing J. Rosenwald presented by Luther H. Evans on the occasion of the opening of the exhibition of the Rosenwald collection at the Library of Congress in 1945; His Excellency the Most Reverend Fulton J. Sheen presented by Louis Nizer; and Madam Marie Curie presented by Warren G. Harding, the twenty-eighth president of the United States.

This volume should be of real help to the chairman who needs some direction and precedent for the preparation of a formal introduction.

PAZZINI, Sebastiano, O.F.M. *Guida libraria di 10,000 Autori con 30,000 Opere* (Romanzi - Commedie - Tragedie - Novella - Fiabe); guida della stampa periodica di 1,300 pubblicazioni; Classificazione morale. Prefazione di Giacomo Card. Lercaro, Arc. di Bologna. Bologna, Casa Edit. A. B. E. S., 1953. 571p. 1,500 lire.

Similar to the work by Sagehomme, this supplies a moral evaluation of imaginative works, and of some non-fiction, primarily in Italian (including translations, e.g., Undset, London, etc.) but also with a considerable number of titles in French and a few in Latin. E. P. W.

SACRA Ritum Congregatio. *Index ac Status Causarum Beatificationis Servorum Dei et Canonizationis Beatorum*. Romae, Typis Polyglottis Vaticanis, 1953. 305p.

A list of the causes, new and old, which are pending before the Sacred Congregation of Rites for possible beatification and canonization. About one thousand causes are listed, with essential information, such as: state of life (bishop, priest, religious, layman), martyrdom (the procedure for martyrs differs somewhat from that for confessors and virgins), date of death, name of postulator, and present status of cause. An index by surname and forename is appended. OLIVER L. KAPSNER, O.S.B., *Catholic University of America, Washington 17, D.C.*

SEUBERT, Aloysius H. *The index to the New Testament and the topical analysis to the New Testament*. Universal Publications, 122, 142p. \$10.00

This book is divided into two parts, 122 pages of index and 142 pages of topical analysis. The comparison of the index section of the book with Thompson's *Concordance* (which also serves as an index), shows that the latter is much more complete in its 1914 pages and sells for the same

price. The topical analysis is a scanning of the New Testament pointing out key ideas and events chapter by chapter. J. W. S.

THOMIST, *The*. General index, vol. 1 (1939) to vol. 15 (1952). Thomist Press, 1953. 52p. \$1.00

This index is divided into five alphabets (an undesirable technique): subjects, authors, book reviewers, books reviewed, and brief notices. The subject analysis does not do justice to the sound scholarship and original research which we value in this periodical; it is only an index to the significant (and sometimes insignificant) nouns in the titles of the articles. For example "aspect" is treated as a key word, and there are entries under the words "body" and "mystical" but not under the proper compound term: Mystical Body. The *Thomist* deserves a much better index. J. W. S.

SLOANE, Clarence E., S.J. *John Henry Newman; an illustrated brochure of his first editions*. Worcester, Mass., Holy Cross College, 1953. 54p.

A photographic and descriptive account of an exhibit held in the Museum of the Dinand Library at Holy Cross College, from April 14 to April 28, 1952, one of the most complete exhibits of Newman ever assembled.

## Books for Young People

HELEN L. BUTLER, Ph.D., Editor  
*Marywood College, Scranton*

FREMANTLE, Anne (ed). *Christian Conversation*. Stephen Daye, 1953. 370p. illus. \$4.75

Anthology of short excerpts by or about a wide range of Christian writers from St. Stephen Martyr to the contemporaries, Clare Booth Luce, Jacques Maritain, Hubert van Zeller. Each excerpt, no longer than one page and frequently less, is assigned to a given calendar day, and is prefaced by a brief identification of its writer or subject. (Occasional minor errors may be noticed here.) Reproductions from old woodcuts embellish many of the pages. A handsome volume, primarily for personal ownership, but would be useful in schools where all-student assemblies open the day and inspirational reading is used.

GARDINER, Harold C. *Norms for the Novel*. America Press, 1953. 180p. \$2

An enlargement of the author's pamphlet, *Tenets for Readers and Reviewers*, which expands some of the conclusions reached in that work, and adds new material and illustrative examples. Five basic principles of moral (not



aesthetic) evaluation are suggested; naturalistic and idealistic realism are defined; four basic principles of the function of literature are advanced; and the reader is "challenged to read creatively." Not so simply, nor so directly, presented as in the pamphlet, this material will make the senior high school reader stretch, but it is within the grasp of the superior student.

GRUMBINE, E. Evalyn. *Patsy's Mexican Adventure*. Dodd, 1953. 245p. \$2.50

Patsy Hall, secretary for the Roberts Advertising Agency, and her friend and secretary, Debby Dodge, go to Mexico to do consumer research and make market surveys in foods. They have good and bad days and incidentally see many interesting places. A few days' visit from her flyer friend, Andy, helps resolve some of Patsy's advertising difficulties and enables her to make a decision which affects both their lives. There are true pictures of places and beautiful scenes, and the description of the advertising field seems authentic. Attention to petty detail in some instances, and the lack of a major conflict, slow the pace of an otherwise interesting career novel. SISTER ANNA DANIEL, O.P., Mt. St. Dominic Academy, Caldwell, N.J.

KENNEDY, John S. *Light on the Mountain; the Story of LaSalette*. McMullen, 1953. 205p.

This account of Our Lady's appearance in 1846 to two peasant children of LaSalette fills in the

background of time and place, as well as narrating the central episode and its subsequent storm of controversy. Particularly interesting is the explanation of the disappointing later years of the two child witnesses. Popularly told and interesting.

KLEIN, Alexander. (ed.) *Courage Is the Key*. Twayne Publishers, 1953. 287p. \$3.75

Fifty articles, largely edited and condensed from books and magazines where they originally appeared, which are designed to provide heroic examples in an age of disillusionment and frustration. Most of them are concerned with persistence and courage in the face of physical disability or danger; some deal with heroic charity; a few with ambition under tremendous odds. Journalistic and obvious; on poor paper and badly sewed, the accounts are still compelling as a recital of man's ability to surmount defeat.

RECOMMENDED Titles for the High Schools; comp. by the Booklist Committee of the Greater Cincinnati Unit of the Catholic Library Association; Stephen M. Meder, general editor. Author, 1953. 52p. paper \$1 (Available from Premier Press Co., 217 E. Eight St., Cincinnati.)

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author, and (2) classified, chiefly by school subject—religion, social science, science, arts, literature, history and travel, biography, fiction. In the first section, information includes author, title, publisher, date, grade and sex for which recommended, the category in which placed in Part II, and a symbol indicating parallel listing in the *Standard Catalog for High School Libraries*, or the *Catholic Supplement*. Price, cataloging aids and annotation are missing, though a descriptive phrase is found after most titles in Part II.

Almost one-third of the listed titles are shown as not having been picked up in the SCHSL or CS; of these, however, 56 are among the out-of-print titles included, and 25 actually are found in either the 1952 or the 1953 editions of the larger lists; the remaining non-SCHSL titles are largely in the field of religion. The percentage of o.p. titles is not high for a list this size, in view of the fact that such titles often come back into print. One might question the practicality of listing the o.p. biography of Lou Gehrig by Gallico when the in-print biography by Graham is also listed. This is a very minor weakness in an otherwise excellent list of suggestions for supplementary readings. It should prove a helpful tool for Catholic high school librarians.

REYHER, Ferdinand. *David Farragut, Sailor*. [Decorations by Robert Ball] Lippincott, 1953. 238p. illus. \$3

A lively, fast-paced account of the boyhood years of the first admiral of the U.S. Navy, writ-

ten against a fascinating description of Mississippi River mores and sailing-ship routines before and during the War of 1812. Appointed a midshipman before he was nine and a half years old, Farragut entered upon his duties in the frigate *Essex* when barely ten; was put in command of the recaptured *Barclay* when he was twelve (with the former captain, highly disgruntled, as navigator); and at thirteen, saw the *Essex* strike her colors to the British when only a third of her men were left. Fifty years later, he captured New Orleans, won the Battle of Mobile Bay, and became forever associated in American minds with his famous instructions, "Damn the torpedoes! Go ahead." Highly recommended.

SMITH, Elva S. (comp.) *Adventure Calls; True Stories and Some That Might Have Been True*.

Fifteen excerpts from famous accounts of danger and daring, as told by explorers, mountaineers, sailors, flyers and an archeologist; and six short stories embodying the same theme. Publication dates for the materials range from 1871 to 1953, though most belong to the 20th century. Clean, well-paced, and exciting, these should be equally interesting to boys and girls, to junior and to senior high.

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STERN, Philip Van Doren. *Pictorial History of the Automobile; as Seen in "Motor Magazine" 1903-1953*. Viking, 1953. 256p. illus. \$7.50

After a brief history of the pre-1903 automobile, the origin and 50-year development of 18 famous present-day makes are given, followed by sections on motoring clothes, advertising, wartime uses, racing, and predictions for the future. Eight pages of statistics and an index close this large (nine by twelve inches) volume. Expensive but holds high interest for boys.

WINDEATT, Mary Fabyan. *Mission for Margaret; the Story of the First Fridays*; illus. by Paul A. Grout. Grail, 1953. 230p. \$3

A freely rendered, story version of Saint Margaret Mary Alacoque and her mission to awaken devotion to the Sacred Heart, told with much dialog and many exclamation points. More easily read than the account by Father Heagney ("Behold This Heart") but for senior high school the latter is still the better purchase.

DAUGHERTY, James Henry. *Marcus and Narcissa Whitman, Pioneers of Oregon*. Viking, 1953. 158p. Illus. \$2.50

A realistic account of two young crusaders united in a single purpose—to bring salvation to

the heathen Indian. In 1836 Dr. Marcus Whitman and his teacher bride, Narcissa, left New York State for the Pacific Northwest and a future which held prospects of hardships, dangerous and possibly death. The hazards and privations of their journey west, their heroic efforts to establish a mission, and their horrible massacre at the hands of people they had served for eleven years, is vividly and convincingly told. Young readers will enjoy the daring adventure of these trail breakers—the first white woman to cross the Trail, and the man who paved the way for later western migration and helped considerably in acquiring Oregon territory for our country. FRANCES DOWLING, *Dunmore High School, Dunmore, Pennsylvania*.

JOHNSTON, Sue Mildred. *Star Inn*. Ave Maria Press, 1953. 168p. \$2.75

The swashbuckling story of Cecil Westerby, cornet of horse in the guard of Elizabeth I, who was assigned to North Wales to capture a Papist priest. In Wales, Cecil was overcome by the charms of Sylvia, a devout Catholic, who aided in a scheme to change his mind. Torn between ambition, and loyalty to his queen, and his love for Sylvia, plus a growing, involuntary sympathy for the hunted priests, Westerby was completely changed when he compared Sylvia, beautiful and womanly, with the hard and treacherous queen. Generous use of Welch dialect slows the reading but does not mar the enjoyability of this romantic, idealistic story. Sister M. Anna Daniel, O.P., Mt. St. Dominic Academy, Caldwell, N. J.

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MACEOIN, Gary. *Nothing Is Quite Enough*. Holt, 1953. 306p. \$3.50

An honest, perceptive and unembittered account of a novitiate in an Irish monastery which came to an abrupt end when the author was dismissed without explanation, and of the years of adjustment which followed. The pages describing monastic life are illuminating and enthusiastic; the understanding and help he received from laymen following his dismissal are gratefully related. But the dismissal, impossible for a adult reader to understand, would be bewildering and confusing for the adolescent, and quite misleading.

MEADOWS, Denis. *Obedient Men*. Appleton, 1953. 308p. \$3.50

A Catholic novelist tells of the ten years he spent preparing for the priesthood in the Society of Jesus. A convert, he had entered the Order against the wishes of his Anglican family and over the advice of his Jesuit director. He left to join the British army during World War I—because he had no vocation. Writing the book to counteract the many "Jesuit myths" in existence, he shows the daily life: prayers, study, meditation penances, instructors and associates. He concludes by disposing of a few popular fallacies. Throughout, the tone is healthy and admiring.

RICHARD, James Robert. *Quarterback All-American*. Lothrop, 1953. 183p. \$2.50

Billy Hayes, candidate for All-American, ran into a sequence of disasters. Nagged by a bullying coach he accidentally injured an opposing player and left college thinking he had killed him. Called home by his father's death, he gave away all his possessions and got a job with a New York construction firm. Induced to enter pro football there, he was himself injured and left with a severe case of amnesia.

The plot strains credulity pretty badly, but the central character is clean and upstanding, and the author's thesis against the "win at any cost" idea is sound. Younger boys will like it.

## Children's Books

ETHNA M. SHEEHAN, Editor

Queensborough Public Library, New York

BELL, Thelma H. *Take It Easy*. Viking, 1953. \$2.50

Good-natured Margie is easy-going to say the least. One day while she is lazily polishing a little brass elephant she happens to make a wish, and lo, the invisible, indefatigable Mr. Askew assures her that he is at her service. From now on Margie's room is always in order, her homework is neatly finished; she gains a reputation as a cook and as a gardener. The only trouble is that

everything necessarily has to appear as though done by herself. This causes complications—as, for instance, the case of the beautiful hedge that appeared in the garden overnight.

Girls should feel a real kinship with Margie in her initial delight in Mr. Askew's ministrations, her growing uneasiness and intermittent flashes of conscience. They may or may not agree that her final decision with respect to her invisible assistant is wise. Along with everything else, this is a pleasant story of everyday doings in a friendly town, of family and neighborhood relationships, of gardening and nature lore, and of the development of a hobby. Possibly Margie's parents are a bit too understanding and well-balanced to be altogether natural, and certainly the pre-Mr. Askew Margie was a terrible misfit in such a well-run home. These are minor matters in a clever story. Girls 9-12. E.S.

BUNTAIN, Ruth J. *The Birthday Story*; illus. by Eloise Wilkin. Jr. Lit. Guild—Holiday House, 1953. \$2

Lucy Lee is a new little girl in the block. She finds a package with birthday wrappings addressed to "Terry". Trying to find the elusive Terry is a wonderful means of introduction to the boys and girls. Just the same, the owner of the package remains a mystery until . . . Beginning readers will surely love this little story with its well-spaced print and gay illustrations. Girls and boys 6-8. This is a Junior Literary Guild selection for January 1954. E.S.

KRUMGOLD, Joseph. *...and now Miguel*; illus. by Jean Charlot. Crowell, 1953. \$2.75

This moving book describes, in words a twelve-year old Spanish-American boy might use himself, how life goes on in a sheep-farming household in present-day New Mexico. Miguel longs to be counted among the older members of the family; he wants to be more than one of the youngsters who fetch and carry and do odd jobs. Already he knows a good deal about sheep. Why cannot he go with his father and older relatives to the summer pasture high in the Sangre de Cristo Mountains? Surely Saint Ysidro will help him, for this saint is the guardian of the local community as well as the patron saint of farmers. Saint Ysidro does help—in a back-handed way that almost breaks Miguel's heart until the beloved older brother, whose place he will take, explains the meaning of responsibility to family and country.

One cannot read this book without becoming increasingly aware of the vast panorama of American life. Miguel is as much an American as the city boy whose life is bounded by home, school, the movies and the local gang, and yet he lives in a patriarchal environment in which the doings of each member of the family are dependent upon the life-cycle of the flock. There is nothing backward about the Chavez clan. Modern techniques are commonplace, and yet everything is based on the age-old personal relationship between shepherd and sheep. Miguel loves his

family's way of life. There is nothing repugnant or odd to him in helping with the birth of a lamb; he describes it with the fullness of detail a city boy might employ in describing the assembling of a radio.

Jean Charlot's drawings, with their customary economy of line and dreamy spirituality, blend into the cadenced prose of this memorable book. Keep it in mind when you are thinking of voting for the Newbery Award. E.S.

LEAF, Munro. *Reading Can Be Fun*; illus. by the author. Lippincott, 1953. \$2.25

Surely, after reading this cheerful piece of didacticism with its gay cartoons, neither parent nor child will ever have cause to doubt Mr. Leaf's word. Teachers too, not to mention librarians, should enjoy it and find it helpful. There are just so many letters, and these can be combined variously to form just so many sounds. Simple, isn't it? And yet this little accomplishment is the key to the wonderful world in which live the heroes and heroines of literature. And in addition, knowing how to read will help you to find out all sorts of useful things and will broaden your general knowledge. Ages 6-9. E.S.

LYONS, Dorothy. *Blue Smoke*; illus. by Wesley Dennis. Harcourt, 1953. \$2.75

The first person to request accommodations at the Bards' newly-opened Guest Ranch in Southern California is an old-timer known as Pop. Pop's only possession of value, except for a little carved

chest, is his quarter horse, Blue Smoke. Fifteen-year-old Andrea Bard falls in love with Blue and yearns to ride him. Before a heart attack carries him off Pop tells Andy he has left her Blue together with the horse's papers, but unfortunately he is interrupted before Andy learns where the papers are hidden. She finds Blue is good as a "cutting horse" in stock-rounding exhibitions and she trains him carefully. (He is less likely to need registration papers here than in racing.) All the time she searches for the papers. She is still unsuccessful when Pop's worthless son claims Blue. At the very last moment it is Blue himself who literally kicks the mystery into the open.

There is nothing extraordinary about the writing, but there is something very appealing about the story of Andy's affection for Blue and her perseverance in training him in spite of lack of time and the general lack of enthusiasm on the part of her family. It is too bad, though, that although Sunday is mentioned frequently, it is apparently important only because of the extra horse-training time it affords. Girls 11-14. E.S.

ORTON, Helen F. *Mystery of the Hidden Book*. Lippincott, 1953. \$2

Professor Barton writes from London asking his caretaker Joe to send him the valuable copy of *Robinson Crusoe* which is hidden in a secret room. Just as Joe begins to read the directions for finding the room the spaniel Corky distracts his attention and the letter blows off the porch. Stan and Vicky who live next door help old Joe search for the room. None of them knows the letter

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has been found and that an unauthorized person shares their search. Later the Professor's niece and nephew arrive at the big house and all the children combine their efforts. But it is little Corky whose passion for liverwurst foils the would-be thief and points the way to the rare volume. Easy reading for ages 8-10. E.S.

ROGERS, Frances. *Fire Engine Boy*. Lip-pincott, 1953. \$2.50

About the year 1859 Dave came from his up-State farm home to stay in New York City with his Uncle Chris who lived next door to the fire house. Volunteer Company Eight took Dave on as a "runner". He shared responsibility for caring for the equipment and, incidentally, learned much about fire-fighting.

On the surface this is the simple story of an enthusiastic boy, a clever firehouse dog, and an assortment of devoted volunteer firemen. Actually it is a picture of city life one hundred years ago, with every detail accurate and lifelike. The fascinating pointers that are thrown out seemingly at random may conceivably awaken interest in historical research in young readers. Adults may wish that boys of today might be employed off the streets in some such useful manner as were Dave and his fellow "runners." Church-going is ignored in so many modern stories that it is good to say that the author is careful to have her hero attend early Mass before spending blissful Sunday hours at his volunteer work. Boys 10-14. E.S.

ROUNDS, Glen. *Lone Muskrat*; illus. by the author. Holiday House, 1953. \$2.25

The Old Muskrat is the only survivor of a forest fire. Philosophically he starts off to find new comrades, but is overtaken by winter. He spends the long cold months comfortably housed in the bank of a pond and swims around under the ice—with occasional excursions on land—to provide himself with food. He encounters danger now and again, but he remains alive to continue his journey in spring and to fight for a place in a colony of his kind. Large print, numerous illustrations, plenty of action for nature-lovers. 9-12. E.S.

THOMAS, Joan G. *A Is for Angel*; illus. by the author. Rev. ed. Lothrop, 1953. \$1

This little book of alphabetical jingles comes in Catholic and Protestant editions. The themes are mostly concerned with home, church, and holy things in general as a child envisions them. There are silhouettes or gay red-white-and-black pictures on every page. Ages 4-7. E.S.

In *ROCKY'S ROAD* (Harcourt, \$2.75) Jerold Beim shows he can do as well by boys 9-12 as he has been doing by the younger children. Rocky loves basketball, but somehow, almost without knowing it, he has become interested in the new class-newspaper. It turns out that he has an unsuspected business talent which make him a natural for the managing and distributing end of the

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(Continued from page 150)

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(Continued from page 162)

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